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ABSTRACT

The first of a series on personal and family financial planning (PFFP) education, this publication presents five papers examining the need for educational programs that emphasize the use of financial resources in ways that contribute to family stability. C. Raymond Anderson discusses the inability of many individuals to realistically manage financial resources and describes seven PFFP competencies: (1) analyze goals, (2) assess financial resources, (3) design a family financial plan, (4) effectively execute the plan, (5) effectively buy, borrow, invest, and save, (6) evaluate and change financial plans to meet changing economic conditions, and (7) provide an adequate income base. Next, Mary Beth Minden identifies federal consumer protection laws, considers their costs and benefits, and urges that PFFP programs examine governmental and societal factors that affect family financial planning. Joel L. Burdin suggests that PFFP be fused with teacher education and provides guidelines for the use of instructional materials and other resources in PFFP programs. James L. Wattenbarger examines the vocational, non-credit emphasis of community college curricula and discusses the role of PFFP instruction in providing for diverse community needs. Mervin D. Lynch and Melissa Levi examine the relationship between financial planning and self-concept development at various stages of the life cycle. (JP)

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PERSONAL AND FAMILY FINANCIAL PLANNING: THE NEED AND THE PROMISE

1979

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PREFACE

The American Council of Life Insurance is pleased to publish these papers as the first of a series of publications exploring personal and family financial planning education -- its promise and practice.

Publication of these papers does not imply Council endorsement of the views expressed. It is believed, however, that the expertise and experience of the writers are such that their ideas as expressed in the papers will stimulate discussion concerning personal and family financial planning.

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INTRODUCTION

Iris M. Elfenbein

The welfare of the family and its individual members is a concern shared by the American Council of Life Insurance and the education community. The close relationship between family stability and financial stability is of special interest. One way in which the Council has manifested its concern is through the support of the Teacher Education Program in personal and family financial planning (PFFP) education.

The ACLI's commitment to PFFP began more than three decades ago as a response to requests from educators who sought workshops for teachers and materials for students. The Council provided both in order to assist in developing an understanding of financial planning and the place of life and health insurance in such planning. Originally initiated to assist secondary school teachers, the Teacher Education Program has evolved so that today's activities include inservice education for staff in two and four-year colleges, and adult education centers, as well as secondary schools.

These staff development programs focus on the study of personal and family financial planning which involves the practical application of economic principles to managing individual and/or family resources at various life stages. Emphasis is placed upon planning for obtaining, protecting and using a wide range of financial resources in relation to anticipated changes in needs and responsibilities throughout the personal and family life span.

Probably now more than ever before during the past 50 years, the public faces severe economic stress. Confronted with the complex family economic problems including continued double-digit inflation coupled with recession, and a rising rate of unemployment, people are seeking to learn more about money management and its component parts. Contemporary society requires an informed citizenry able to handle its financial resources and solve financial problems.

Recent research has indicated that in spite of desire and need, a large portion of the population is woefully incompetent in its money management skills. This ignorance and incompetence often results in financial problems. Further, conflict over handling financial resources places a severe strain on family relationships and is one of the major factors in divorce. Youth, too, are

deficient in their knowledge. In a recent national survey of seventeen-year-olds in public and private schools, a National Assessment of Education Progress study discovered that many students are short on knowledge of such complicated issues as personal finance and consumer economics, among other topics in consumer education.

Often a part of the school program, financial planning is sometimes included as part of consumer education courses, sometimes included as a component of the basic skills curriculum, or it may be integrated into other subject areas. Certainly knowledge and skill in financial planning and money management are necessary to cope successfully with contemporary life, but often teachers, as well as students, need additional information and skill in this area.

The annual Teacher Education Program meetings are held to discuss present PFFP activities and to generate new ideas. Thus at the 1979 meeting four papers were presented each of which examine issues relating to PFFP and teacher education. This publication contains those four papers as well as a paper presented at an earlier meeting. "Personal and Family Financial Education: The Need and Structure", Professor Anderson's paper explains what personal and family financial planning is and why it is important. Dr. Minden's paper "Roots, Regulations and Relevance: A View from a Consumer Perspective" explores major public policy programs and legislation which have had an impact and influence on the consumer and his personal financial affairs. She describes and analyzes government regulation of consumer issues and suggests, that now more than ever, there is a need for education to enable people to practice flexible financial planning.

Burdin and Wattenbarger deal with PFFP in relation to the schools and staff development. Professor Burdin in his paper, "Better Teacher Education through Personal and Family Financial Planning", suggests that PFFP be fused with educational personnel development. In addition to its importance to youth entering the adult society, it has personal significance for the individual educator. Burdin believes that PFFP can serve as a vehicle for instruction in many curricula and indicates how it can relate to other current educational topics. It is essential that schools prepare students to assume some control over financial matters and suggests that such instruction can increase stability within American families and the society at large. It is time to accelerate the teaching of sound financial management, he concludes.

Professor Wattenbarger looks at PFFP activities in the community college. By definition the two-year school is community oriented and has unique access to the entire community. He develops a rationale for the development of PFFP programs and concludes by suggesting approaches through which financial planning can be included in the community college program.

A look at the individual and the effect of financial planning strategies on the person moving through the life cycle is explored by coauthors Dr. Lynch and Ms. Levi. They suggest that financial planning strategies may play a central role in facilitating adjustment and the transition of adults from one stage to another through the life cycle. By comparing financial planning strategies to self-concept rules they find that both may be useful in the achievement of independence and stability.

PERSONAL AND FAMILY FINANCIAL EDUCATION: THE NEED AND STRUCTURE

C. RAYMOND ANDERSON

As individuals and members of families, we are constantly confronted with threats to our financial security--unemployment, inflation, increased taxes, increased living costs, insecure pension programs, major medical expenses and inevitable ultimate death. We are also confronted by daily maintenance problems such as car repairs, plumbing costs, rent increases and increased utility costs. On the emotional or psychic side of our existence, we are often tempted to spend money to fulfill an elusive, repressed desire; or are compelled to "keep up with the Joneses," or face conflict of priorities among family members, or even family breakup.

Where in our education program do we teach people to deal with these aspects of life? The financial well-being of a family is one of the major factors influencing stability, probably only second to the sexual compatibility between mates. Family studies research indicates that financial incompatibility was the second most common cause of marital disruption. Prior to the initiation of health and sex education in the schools, the most frequent source of sex education was said to be "on the street," talk among peers. What is the source of personal financial education? It is still "on the street," based on peer behavior, or family tradition, or historic myth. A very potent source of all learning is family or peer modeling; and the financial practices of many families are poor models. When one models behavior based on limited experience and education, bias, or ignorance, real change or improvement does not occur.

Personal and family financial education programs emphasize the obtaining, protecting and using of financial resources in ways that contribute to family stability and personal fulfillment throughout the life span. Family financial education focuses on the role of the person in the family and treats the household unit as a consumer, protector and earner of resources. Much of the learner's attention is directed to financial, value-laden and interpersonal issues related to creating and implementing family financial plans.

The focus is on everyday processes such as identifying your values and understanding the basis for them, planning for immediate and long-term goals according to the identified values, prioritizing the goals according to various needs and wants categories, allocating resources according to the plan and enjoying the satisfaction of goal attainment.

The process approach to personal and family financial education does not establish a standard and ask for conformity. It does not recommend a set formula to be followed as a spending pattern. It does not address one set of values and prescribe a means for their attainment. It does not provide principles that apply only to a traditional concept of family, nor does it present a set of facts that may not be applicable across time. This approach to education is based on several beliefs:

1. That our behavior--personal and family financial behavior--reflects our values;

2. Values are translated into goals or expectations; and

3. Goals are more likely to be achieved if there is a realistic plan for their attainment.

The process of financial planning applies to persons of any age, any income level, any life style and any family size.

"The process approach," and "family financial education," is not a package or a course as such, but a learning concept. This concept may be delivered in various ways according to what is feasible in a particular circumstance; e.g., age group, subject area, or grade level.

The substance of personal and family financial education consists of seven competencies or terminal goals that have been identified as the learning field of personal and family financial education. The learner should be able to:

1. Analyze personal and family goals and priorities as they relate to financial planning.

2. Assess a variety of financial resources pertinent to personal and family goals throughout the life span.

3. Design a comprehensive personal or family financial plan reflecting defined goals, priorities and resources.

4. Use the financial plan as a means of expressing values, attaining goals, and fulfilling established priorities.

5. Apply principles of effective buying, borrowing, investing, saving, sharing and protecting in both immediate and long-term decisions.

6. Evaluate and change personal or family financial plans to meet changing social, economic and life span conditions.

7. Function effectively in the producer role to provide an income base on which the personal or family financial plan is structured.

After looking at the group as a gestalt, each competency will be analyzed separately to identify the knowledge, skills and attitudes that represent possible learning areas within each.

1. ANALYZE PERSONAL AND FAMILY GOALS AND PRIORITIES AS THEY RELATE TO FINANCIAL PLANNING.

This area deals with self-awareness--knowing what I need and why; what I want and why I want it. For a family, the I becomes WE and the added dimension is "What do we value and how does it relate to the values of each member of the family and the family as a whole?

This area also involves communication skills among family members and skills of interpersonal relations for family members.

It involves knowing how I feel about money and why I feel that way. Are my feelings based on factual knowledge? on my family's model? peer practice? Are my priorities based on social pressure? family needs? family wants? How do current economic conditions impact upon my goals and priorities? The intent is not to establish basic needs, but to differentiate needs from wants in a particular family setting. There is a significant diversity of needs and wants among various families.

2. ASSESS A VARIETY OF FINANCIAL RESOURCES PERTINENT TO PERSONAL AND FAMILY GOALS THROUGHOUT THE LIFE SPAN.

This area of learning is concerned with understanding the changing income patterns and income demands as the family's position changes over time. The stages of the family life cycle are: newlyweds, parenthood with pre-school children, parenthood with school-aged children, parenthood with young adults (and the start of a new family cycle when they leave home), the empty nest, the middle years, retirement and the aged single. What are the different financial circumstances applicable to each stage? How can present and future needs be addressed? What alternatives are available? What non-family forces function to increase or decrease family buying power and how do they affect the management of family funds?

3. DESIGN A COMPREHENSIVE PERSONAL OR FAMILY FINANCIAL PLAN REFLECTING DEFINED GOALS, PRIORITIES AND RESOURCES.

This competency addresses the skills and knowledge needed to establish a spending plan--whether it is a cash-flow budget, a checkbook record, an envelope system, a monthly income and expenditure statement, or some other variety of documentation that records the family spending priorities. I propose avoiding the term "budgeting" because many people are turned off from planning if they feel a budget requires writing down every expenditure and justifying each to one's self. There are only four basic categories for a spending plan:

1. Net income - take-home pay for most people; you do not really work with gross pay, but only that which is available to you.

2. Fixed expenditures - items to which you have made a commitment and that are not variable. Examples: a fixed monthly rent or mortgage payment, an installment loan contract, utilities, transportation costs, an insurance premium.

3. Variable expenditures - items that may represent needs but for which there is not a formal commitment. The monthly amount may vary by your own decisions. Examples: food, clothing, charge plate purchases.

4. Discretionary funds - expenditures that may or may not be necessary on a regular spending basis. Examples: entertainment, charitable giving, purchase of luxury or comfort items.

There are few standard items for these categories. The idea is to plan and categorize according to family values. If a set amount of monthly savings is a top priority goal, that is a fixed expenditure for that family; another family may save if there is anything left. Savings then becomes a discretionary item for that family. We must all spend some money on food, but by your own decisions you can spend less at one time in order to devote funds to another priority, so food then is a variable item.

This competency also includes development of an attitude that money management is worthwhile because of the potential for increased satisfaction. It may have the effect of increasing purchasing power.

4. USE THE FINANCIAL PLAN AS A MEANS OF EXPRESSING VALUES, ATTAINING GOALS AND FULFILLING ESTABLISHED PRIORITIES.

This area deals with understandings and attitudes that are part of using a spending plan to meet the priorities of the family. It deals with the realization that your actions with money are expressions of values and goals. Decisions about spending, saving, investing and protecting are used in a broad sense of both money and personal resources. This provides for learning about protecting good health, investing in self-development, spending time in particular ways sometimes in lieu of spending money. It includes the opportunity for developing a positive attitude toward a spending plan as experience with a plan results in attaining goals and satisfactions.

5. APPLY PRINCIPLES OF EFFECTIVE BUYING, BORROWING, INVESTING, SAVING, SHARING AND PROTECTING IN BOTH IMMEDIATE AND LONG-TERM DECISIONS.

This area deals with the whole range of on-going decisions that one must deal with. Can we make decisions on an intellectual

basis according to knowledge of the outcome or consequences of the decision? Consequences are results; they may be both positive and negative consequences. This includes understanding the economic concept of opportunity cost. If you have allocated funds to a particular item, you cannot at the same time allocate the same funds to any other use. This competency deals with the knowledge of good buying techniques. Knowing when it is advantageous to borrow; when is a sale a sale? how much security do we need? how much risk can we afford? what are our priorities for sharing through charitable and religious groups? how can we derive more benefit from tax supported functions and facilities? This last question addresses an area of available resources that often have no direct costs, such as using the library, county recreational facilities, government publications and other assistance programs.

6. EVALUATE AND CHANGE PERSONAL OR FAMILY FINANCIAL PLANS TO MEET CHANGING SOCIAL, ECONOMIC AND LIFE SPAN CONDITIONS.

This area deals with flexibility and adaptability. Many people have the misconception that once you establish a family finance plan, that is it. But, values do change. Incomes change. Family money management is an on-going process of review and adjustment. If resources have been well-utilized, changes can be accommodated more readily. When uncontrollable events impact the family finances, the planning/using process provides a vehicle for dealing with the change by delaying or altering priorities. As immediate or short-term goals are achieved, next priority items come into focus. Some changes in life or in values may result in a change in long-range goals. Evaluating and changing the plan defines a systematic look and adjustment, not just frequent adjustments because you have changed your mind.

7. FUNCTION EFFECTIVELY IN THE PRODUCER ROLE TO PROVIDE AN INCOME BASE ON WHICH THE PERSONAL OR FAMILY FINANCIAL PLAN IS STRUCTURED.

The competency ties into career development as there is an assumption of an income base for the family financial plan. There has to be a reality between family goals and priorities and the earning power or potential earning power of the family members. How is the reality of unlimited wants and limited income dealt with? How does your life style match with the expectations of persons in your planned-for career? What job-related expenses must have priority in the plan? How does your family achieve balance between earning and spending?

From this overview of possible content areas, it is apparent that personal and family financial education is interdisciplinary and comprehensive. There are aspects here of sociology, psychology, family studies, management, finance, economics and communications.

This is why one approach adopted by some school systems is interdisciplinary--kindergarten through 12th grade. Various subject teachers and grade-level teachers capitalize on opportunities

to introduce money management concepts as illustrations, or drills, or discussion topics or other activities within the content of arithmetic, reading, writing or social studies. There are lots of natural spots for including an orientation to family financial planning. This approach requires articulation, and some experiences miss some students, but, if the school system is working at it, the orientation to money management permeates the curriculum.

Other schools see personal and family financial education as a natural place for integrating the application of a variety of skills, knowledges and attitudes into one course. This is generally offered as Consumer Education, Consumer Economics, or Personal Finance. Many of these are excellent courses, but they are usually elective courses that serve a small portion of students.

Also, in secondary schools some of this content appears within several business and home economics courses, some at the junior high level and some at the high school. Some social studies or civics teachers believe it is important and devote a unit of study to consumer education or money management.

Several state legislatures have mandated, in various ways, including these topics in schools. The legislation varies such as . . . "each school must offer a course;" or "each student must be exposed to;" or "each student must be competent in . . ". Here is one illustration of a legislative mandate. The state of Oregon's minimum requirements for high school graduation says "all high school graduates beginning with the class of 1978 shall have instruction in and demonstrate competence as a consumer of goods and services." This has been interpreted to include the following goals:

1. function responsibly as wage-earner and wage-spender
2. possess basic tools for financial decisions
3. possess basic skills and knowledge for the use of credit
4. make wise decisions in purchasing
5. function as responsible consumers in the marketplace

Beyond learning experiences in schools, adults get help in personal and family financial education from Home Economics Extension agents through courses or one-to-one training and assistance. The Urban League provides educational sessions for certain target groups. Evening schools in continuing education offer consumer education courses, or personal finance courses, or a series of more specialized courses such as budgeting, investing, understanding taxes, or buying a home.

Some corporations and agencies offer training sessions to their employees on managing their money. Pre-retirement training or counseling is the newest version of this.

Competence to deal with personal or family finances has not been taught. Some of us work out a system on our own through trial and error; some of us readily admit that we know little and therefore just continue to struggle along. An illustration of struggling along is the case of the family that closes out their checking account each year and opens a new one in another bank because they cannot keep the account in balance.

Another current (and personal) illustration of this lack came to my attention recently when a newly-married niece said to me, "We were dating and each of us had our own money. We could do whatever we wanted and went about having a good time. Now we are married and have moved into this house and find that we have assumed a whole set of interactions, commitments and responsibilities that we had never even considered before." This couple is not in financial trouble, but their education had not prepared them for this reality of life.

Then a different dimension of the need for financial education came to me from a mature professional educator who recently said, "I've done pretty well over the years, but I sure would like to know if my savings--insurance--investments--and property ownership make any sense. Are they the best I can do in my circumstances? What outcomes can I expect? There is no one source of help or guidance." Can we do anything about an education program that may help in these circumstances?

Just as there are a wide variety of individual and family approaches to the use of family financial resources, there are a wide variety of approaches to preparing the citizens for competence as earning and spending economic units. Inasmuch as there is no one specific model for personal and family financial education at the high school level, there is no one natural hierarchical step appropriate to the community college. The community college does have at least two roles as the 13th and 14th years of an educational continuum--specific preparation for a variety of career opportunities and transfer to four-year degree programs. Educational activities in personal and family financial education should serve students in both roles. Beyond that community colleges are putting increasing emphasis on "community" service through non-credit course offerings to meet various learning goals of the adult population in the community of the college.

I believe, too, that more personal guidance and counseling takes place with the community college student than with students in most four-year institutions. That may say there is a place for financial counseling as a vehicle for learning money management. Just as there is a Reading and Study Skills Lab, maybe there should be a Personal and Family Finance Planning Lab. It may be that self-study modules in a media center would fill the need, or an interdisciplinary team-taught required course would be possible. In another instance non-credit community service programs may be the best activity for the community college.

Here is another little piece of evidence of the confusion that exists in the minds of young people relative to money. Findings from a 1974 Gilbert Youth Research Organization survey that sampled 2,500 persons between the ages of 14 and 25 show these self-awareness paradoxes:

1. Sixty-five percent agreed that money is relatively unimportant, but later in the survey they rated these items as "very important" goals: to own a home, to have a pension plan, to have at least a $5,000 savings account and to have a college education . . . BUT, money is unimportant.

2. Eighty-eight percent said they were concerned with their future financial security, but 63% said it is very important to enjoy life today because you don't know what tomorrow will be. Fifty percent of them said if they had surplus money they would use it for building security.

3. Seventy-three percent agree they spend more money than they want to, and 73% also say they are fairly good at managing money.

These paradoxes would indicate the need for some self-awareness activities and financial education programs for students of the age served at the community college.

There is abundant evidence of the need for personal and family financial education. One concept of a free enterprise economic system in a democratic form of government is an educated population who will make the economic system function through the way in which their money votes in the marketplace; and that will make the political system function through the way they vote at the ballot box. The recent emphasis on free access to information is revealing that many actions of government and business are not in the best interest of the consumer. Besides needing consumer advocates, consumer advisory boards, and consumer lobbies, we also need educated consumers who know the right questions to ask about finances, and who have an informed basis for their personal economic decisions.

Can we do something, as we did with sex education, to bring personal and family financial education in "off the street?"

ROOTS - REGULATIONS - AND RELEVANCE FROM A CONSUMER PERSPECTIVE

MARY BETH MINDEN

OUR MARKETPLACE ROOTS

Among primitive peoples the marketplace was simple. If there were something of value owned by both a buyer and seller, haggling took place, a bargain was struck and an exchange was made. Little external to the situation affected the deal. The transaction had only a minimal effect upon individuals other than the principals and their families. The degree of personal need and anticipated satisfaction influenced the outcome. The setting was simplistic, and the rules of the game were established by the participants. Life experiences and observations provided what education was needed.

TODAY'S MARKET SETTING

The transition from those early patterns of bartering, from simple economies and from primitive trade routes, to today's complex market systems has occurred over many centuries. Changes have taken place in international trade, technologies and levels of living. Economic theories as well as governments have come and gone. The overriding fact is that today our personal financial affairs and consumer transactions are tied inextricably to government regulation protection and intervention. The government/bureaucratic setting which has developed dominates our economy and our personal financial decision making. It has become an ever-present third party to a high proportion of our consumer and industry transactions, and has, in some instances, weakened individual capability to maintain control over personal financial affairs. The "invisible hand" of earlier times has been replaced by a pervading presence which emanates from all government levels - local, state and Federal.

This overview is not intended as a value judgement regarding the role of government in trade. The simpler times are past and will not return, and overtime government action has occurred in an effort to ameliorate problems and devise better situations. However, the increasing trend toward government solutions to marketplace problems serves as a pervading argument for review of content taught and approaches used in family financial management classes. An understanding of government involvement in consumer affairs is essential for both teachers and students, and today the magnitude of the government presence in both personal financial transactions and in methods of doing business places a heavy burden on all citizen/consumers and on their "need to know." Not only have consumer goods and services changed rapidly, but also, beginning in the early 1970s, government actions relative to the marketplace have been in a constant state of flux. The complexities generated by these changes have been ever-present

realities in family financial considerations. The scene shifts daily. Additionally, recent government policy has brought an opportunity for citizen/consumer participation in rulemaking relative to consumer issues. The citizen/consumer has now been given an opportunity to influence - as well as be influenced - although to date only limited citizen/consumer participation has occurred.

It follows that the projected citizen/consumer role of the 1980s will be multi-faceted. On the one hand, it will require knowledge and capability to focus on self and family and to manage individual financial resources in keeping with personal interests. On the other hand, it will require an understanding of the market setting within which family decision making occurs, a knowledge of the role of government and of government actions and a desire to influence the degree and direction of government involvement in the marketplace. Even now the two roles of citizen and consumer are inseparable insofar as the marketplace is concerned. Many classroom teachers have yet to face this reality.

CONSUMER PROTECTION AND GOVERNMENT POLICY

The last decade has brought sweeping changes in the government's role in consumer protection. Federal legislation has been extensive, and in many cases there have been companion state and local statutes which have either preceded or followed Federal actions. Consumer protection statutes on all levels have led to an outpouring of rules, regulations and court decisions which have a bearing on individual and family financial transactions. The consumer needs to know both what is involved in a particular directive or piece of legislation, and also how it may serve an individual need or purpose.

Agencies that administer consumer legislation and classroom teachers both have been quick to note the expanded information and education needs of consumers if the legislation is to solve their problems. To date the legislation has snowballed, but with only a low-level effort being made on the part of Federal agencies to provide the education required. Classroom educators have been left to try to resolve the information-education dilemma and to prepare young people to function intelligently as consumers.

FEDERAL CONSUMER PROTECTION LAWS

A 1975 Library of Congress report provides some idea of the magnitude of recent Federal Consumer Protection statutes.1/ This report is a compilation of Federal consumer protection laws enacted by Congress over a five-year period--1969-1974. It notes that this period represents a third major wave of consumer protection legislation in this century. The report states, "The first wave began with the early 1900s and the passage of the Pure Food and Drugs Act of 1906 ... and the Meat Inspection Act of 1907 ..., and culminated with the Federal Trade Commission Act of 1914. The second wave of consumerism coincided with the New Deal of the 1930s, with the Federal Credit Union Act..., the establishment of consumer-related regulatory agencies such as the Securities and Exchange Commission..., and the Federal Food, Drug and Cosmetic Act of 1938.... The current wave of consumerism began in earnest in 1962, with the issuance of a Consumer Bill of Rights by President John F. Kennedy in the first Presidential message on consumer protection, the appointment of the first Consumer Advisory Council in the Executive Office of the President and the appointment in 1964 of the first Special Assistant to the President for Consumer Affairs, together with the creation of a consumer affairs office in the Executive Office of the President."

Sixty-five consumer protection Public laws are listed in the compilation, with several having more than one Title and one having six Titles. These statutes "broke new ground or made substantive changes in previous law." Omitted were appropriations, routine extentions or previously passed legislation which contained no substantive changes. "What remains--the new laws and amendments--is an impressive array of legislation from the 91st, 92nd and 93rd Congresses, showing the Federal government extending the scope of consumer protection."2/

The report grouped 40 of the Public Laws into six areas, which included:

I. Food, Drugs and Cosmetics (4)
II. Truthful Disclosure (9)
III. Credit, Banking, Credit Unions and Securities (11)
IV. Safety (9)
V. Motor Vehicles (5)
VI. Consumer Education (2)

1/ "Summary of Major Federal Consumer Protection Laws Enacted 1969-1974 (91st, 92nd & 93rd Congress)," Report HC 110 C/75-193 D, Congressional Research Service, Library of Congress, Sept. 1, 1975.

2/ Ibid.

This last category (VI) is interesting in that the analyst making the summary viewed consumer education as a major factor in consumer protection. Nonetheless, there were only two pieces of legislation identified that were specific to education--even though most consumer protection legislation requires an education or information component if the consumer is to be involved. Moreover, the two pieces of legislation are very general in their mandates and include no language tying to consumer protection legislation.3/ Thus the potential for both omission and proliferation of Federal education/information programs and written materials is apparent.

The Library of Congress document further included "a number of other measures that are not directed primarily at consumer protection ...(or)... impact on consumers in such areas as health care, food, energy, privacy, environment, housing, welfare and antipoverty programs." There were 25 additional Federal laws of this type, and interestingly enough it is in these fields that Federal agencies have moved more forcefully into programs in the consumer's interest.

Thus with 65 cited documents there was a potential of 65 Federal agencies or units in which interest and involvement and information or education for the consumer might have been generated. An appendix to the Library of Congress report identified the Federal agencies, governing boards and departments involved in the administration of the statutes, and when cross-referencing is eliminated 30 government units are listed. This is still a sizable number when viewed from the consumer standpoint.

A second appendix to the report summarizes by topic the subjects of the statutes. There are 4½ pages, single spaced, of such topics as bankruptcy, banks, billing practices, credit, warranties, credit cards, credit for women, savings and loan institutions, electronic fund transfer, fire prevention, flammable fabrics, household product safety, mobile home safety, motor vehicle equipment standards, mutual funds, securities investor protection, travelers' checks and money orders, truth-in-lending, unordered merchandise and youth camp safety--to cite just a few. These topics and many more are the substance of personal and family financial planning education.

3/ P. L. 93-380 (88 Stat. 484) which established the Office of Consumers' Education in the Office of Education and Section 205 of Title II, vocational education provisions of the Education Amendments of 1972 which authorized continued funding for consumer and homemaking education.

The overwhelming weight of this five-year report has made its point. For those who would like a current and expanded view of consumer protection legislation, such is available through the "Consumer Protection Reporting Service.4/ This two-volume publication provides "a current, general overview that defines, categorizes and answers the many problems that deal with consumerism for the legal profession, students of law and marketing, consumer agencies, business bureaus and trade associations." It is updated semi-annually and is organized into five sections: trade and administrative law on the Federal, state and local levels; how governments administer consumer protection statutes and how statutes can be utilized by consumer advocates; consumer protection in the executive, legislative and judicial branches of state governments; growth of consumer protection on the local levels; and consumer protection activity on the private level.

One last point: To read either the public or Congressional mind is impossible, but observation might suggest that having experienced a decade of outpouring of consumer legislation, we are now in a period of consolidation and testing. The Consumer Protection Agency Act of 1978 did not pass during the last Congress for a multiplicity of reasons, but there is a great deal happening within Federal agencies vis-a-vis the consumer and the marketplace--albeit not well coordinated.

PUBLIC COSTS AND CONSUMER BENEFITS

Educators are not the only group that have felt the impact of government protective legislation and regulations. A recent study conducted by Arthur Andersen and Company for the Business Roundtable provided an economic analysis of costs incurred in 1977 by 48 companies complying with the regulations of six Federal agencies.5/ As a share of the U.S. economy, these companies represented 5 percent of the employment, 8 percent of the consumer sales and 19 percent of the capital sales. This was the industry sample.

The Andersen study deals with incremental costs to business in fulfilling legislated requirements. It concentrates on the development of a methodology for measuring in dollars the impact

4/ "Consumer Protection Reporting Service" by Donald P. Rothschild and David W. Carroll, Vols. I and II, Anderson Publishing Co., Cincinnati, OH, December 1977.

5/ "Cost of Government Regulation Study", Arthur Andersen and Company, Chicago, IL, 1979. Executive Summary.

of government regulation. While the motivation for conducting the study stems from business interests, the study itself should be of interest to consumers for three reasons:

- First, incremental costs are costs of doing business. Such costs are ultimately paid for by individuals and families as consumers.

- Second, there are government costs to regulation which are paid for by consumers and industry as taxpayers. These include costs in passing the legislation, administrative costs in implementing the statutes and monitoring the regulations and costs in providing the judicial system in cases of litigation. While not a part of the Andersen study, these additional costs are also measurable and are factors for consumer consideration.

- Third, neither the costs to business nor the administrative costs give any indication of what consumers are getting in the way of benefits. To my knowledge there is no similar study underway to develop comparable figures and a comparable methodology for measuring consumer benefits derived from protection legislation. Even the weaknesses in cost/benefit analyses, the benefit side of the equation cannot be ignored.

In the public mind today the question probably deals with what kind and how many legislated benefits we can afford--and whether there are less costly methods for achieving consumer protection. It is interesting that there has never been a nationally-visible center where questions of this nature might be undertaken. There has never been a ready pool of financial support for research in the consumer's interest. There are individuals qualified to undertake such efforts, but to date there has been no mechanism for mobilizing these talents and giving direction to such research. In fact, it would take a major effort to provide the cross-disciplinary interests and mix of perspectives needed for a major effort. The idea is intriguing--objective research in the consumer's interest. In the meantime, we will probably continue with the marketing and consumer behavior approaches that have dominated the scene and more often than not used rather than served the consumer.

GOVERNMENT POLICY AND IMPACT ON FAMILIES

Teachers of family financial management have a deep-seated concern for families-- defined either in the traditional sense or within the context of today's group living. It is most interesting to note that in our Declaration of Independence, Bill of Rights and Constitution there is no mention of families. Several propositions have been put forth speculating on this non-reference,

and in more recent years students of the American family have attempted to assess the importance of this omission. When our American constitutional documents are compared with those of more recent democracies and other cultures, the omission is glaring.

Moreover, there has been no national policy in this country in regard to the family. Our legislated approach has been to develop statutes that were limited to specific family needs and functions, such as food, health, safety, child development, housing, the consumer, welfare, transportation and other requirements for family living. The family has been the focal point for delivery of government services, but has not been viewed as a unit that provides for a quality of life, a nurturing of family members and a means for perpetuating our national future. Rather, our public stance has been that the family will "put it all together."

Until recently questions regarding the condition of the family as an institution of society have not been raised by governing bodies; a public interest in the family has not been on the "national agenda." The last decade, however, has brought some change in this view. In the early 1970s the impact of certain government programs upon family life came under scrutiny. Best known may have been the challenges to the "man in the house" rule relative to welfare programs. Other questions dealt with administrative practices that were degrading--that ignored individual pride and integrity. The word "entitlement" crept into discussions regarding programs designed to provide a minimum level of living. While these examples deal with welfare issues, the questioning of government policy and its effect upon families was more broadly based. The discussions were compounded by the fact that most of the Federal programs impacting on families were administered on state or local levels, and thus they were subject to a wide range of interpretations and bureaucratic procedures.

Slowly an idea developed--that of studying the impact of government programs on families. The term "family impact" emerged as a spin-off from the environmental impact evaluations required by the Environmental Protection Agency legislation. Family impact discussions emerged in the early 1970s during Senate Hearings. One report states, "The family impact idea...evolved primarily from concerns about the limited success of many well-intentioned, child-focused programs. Individuals and organizations...began to realize that the most effective programs are usually those that seek to strengthen families, rather than substitute for them. They became aware...of something families have known -- and been trying to tell policymakers -- for a long

time.6/ The family impact interest culminated in 1973 during hearings held by the U. S. Senate Subcommittee on Children and Youth which were entitled "American Families: Trends and Pressures." The chairman of the Subcommittee, who is now Vice President Mondale, stated at one point, "We must start by asking to what extent government policies are helping or hurting families."7/

The hearings concentrated upon the rapid changes which now occur both within and to families; the existing public policies that affect the well-being of families, both positively and negatively; and the question of feasibility of assessing the impact of existing and proposed public policies on families. It was the opinion of the subcommittee that the family impact issue should be carefully researched and tested before any decision was made to introduce legislation designed to implement the idea.

Research for this purpose was initiated when the Family Impact Seminar was established in February 1976. The staff is small. It is under the direction of A. Sidney Johnson, III, who formerly served as Staff Director of the U. S. Senate Subcommittee on Children and Youth. The project functions under the auspices of George Washington University's Institute for Educational Leadership. Support for the Seminar has been from the Foundation for Child Development, Lilly Endowment, Robert Sterling Clark Foundation and Mary Reynolds Babcock Foundation.

One of the interesting developments within this project--and the one that is relevant to the interests of educators concerned with the economic well-being of families--is the model for establishing family-impact dimensions. Parameters of the model are routine and deal with family characteristics and the immediate contexts within which families live and carry out their family functions. The model identifies socioeconomic characteristics, family structure and life cycle stages. The contexts of family life deal with internal family interactions, pluralistic characteristics (ethnic, religious, cultural, etc.), family informal social networks and the neighborhood environment. By and large these aspects of the model yield the usual descriptive data.

The more interesting parameters of the model focus upon family functions which generally have been omitted from public policy considerations. The model includes three groupings: the membership and relationships functions; the economic support and

6/ "Family Impact Seminar - An Introduction," A Program of the George Washington University's Institute for Educational Leadership, Washington, DC, October 1977.

7/ Ibid.

consumer functions; and the socializing and nurturant functions. To date the Seminar has studied three issues, all of which have skirted the consumer function. Here is a golden opportunity for those concerned with financial planning and the economic well-being of American families to bring their interests and talents to bear on the work of the Family Impact Seminar. The Seminar is moving toward community level research which will "attempt to determine the effect of selected government actions upon individuals and families within a community setting." Educators and researchers interested in the economic well-being of families will want to follow the developments of this project.

A QUESTION OF RELEVANCE

All professional groups, all fields of study and most street gangs speak with their own brand of shorthand. When asked what is taught, teachers of family financial planning will respond with such terms as "decision making," "money management," "buymanship," "personal finance," "life insurance," "taxation," "value clarification," "goal setting," and possibly "individual rights and consumer law." But what is really being taught? To the non-professional--and especially students--the teacher's terminology may have little meaning. The challenge is that of making sense out of the students' world, their marketplace, their view of the economy and their lives in a consumer-oriented society. A more subtle challenge is that of making sense out of planning and decision making in a world where more and more factors bearing on a situation are outside of the individual's control.

Traditionally teachers of personal and family financial planning have placed a major emphasis on decision making, financial planning and management of family resources. The premise has been that one can live better with an ordered and self-directed life. In recent decades, however, this belief has been challenged. We have experienced rapid social, technological and economic change which is counter to a position of stability and self-determination. Societal developments would appear to negate the major thrust of family financial planning instruction. Rather than accepting the idea that planning is outdated, however, the intrigue may be to find ways in which students can take a more active part in the direction of their lives by understanding change and the external influences that bring it about. A personal commitment to individual and family financial planning within the context of change--both being influenced by and influencing the factors bringing about change--may be the realistic approach to education in individual and family financial planning.

To bring this point more clearly into focus, look at a recent statement in a letter from Common Cause, a citizen's action group. It read, "Runaway inflation is shattering the dreams of millions of our citizens, higher-than-ever taxes are overburdening our workers, the constant threat of a crippling energy crisis

is hanging over our heads." Adults are concerned, uneasy. Youth must face and plan for its future at a time when our resources and economic bases are like shifting sand. Financial planning for the individual must be viewed within the context of both the citizen and consumer roles.

The question then becomes one of expanding the field of family financial planning to include the more global picture. Can educators in the field use the term "decision making" to cover fact finding regarding the world in which we live? Can "buymanship" focus more on the economic/government/market conditions and less on product characteristics? Can "financial planning" take an in-depth look at the emerging risks that stem from problems with which society must deal? Can "value clarification" be less closely associated with products and personal possessions and more closely associated with alternate solutions to needs and wants? For example, should we focus less on buying/repairing an automobile and more on alternative modes of transportation? And finally, can "goal setting" be directed toward both an individual/family and societal purpose?

At the outset, it would appear that educators themselves have both the responsibility and opportunity to create the suggested forward-looking mix. Neither their past training nor the written materials in the field will be of much help. In 1976 the Office of Consumers' Education, Office of Education, commissioned a study regarding the interface of economic and consumer education.[8/] One finding of that report was that overall the materials developed for both teacher and student use (K-12) were stronger in the concept areas of both fields of study than they were in the application of the concepts--especially as applied to social issues. While not a part of the study, it would appear that any content beyond that found in the written materials would be a matter of the discretion and vision of the teachers.

A QUESTION OF APPROACH

Educators have often voiced the opinion that in teaching personal and family finance the approach must be multidisciplinary, and an understanding of today's changing world makes this necessary. A multiplicity of understandings is needed to even cope with the elements of change. This is as true of consumer education as of personal and family financial planning--two fields of study that are so interlocked that it is debatable whether they are not one and the same. A recent report of the Education Commission of the States is useful in that it not only interprets a relationship between the two fields, but also that it documents policies and

8/ "Consumer & Economic Education (K-12): A Comparative Analysis," prepared by Gayle Royer Trujillo, InterAmerica Research Associates, Inc., for the Office of Consumers' Education, U. S. Office of Education, Washington, DC, March 1977.

trends relative to personal financial education in the schools in 50 states and the District of Columbia.9/ The report, entitled "State Consumer Education Policy Manual," compiles and summarizes state statutes and resolutions which give direction to consumer education on the state level. In this manual consumer education is defined as including four content areas: decision making, economics, personal finance and consumer rights and responsibilities. The manual further states, "Consumer decision making includes instruction in topics such as attitudes, values, choice-making and needs vs. wants. Economics includes basic economics, free-enterprise and/or consumer economics. Personal finance includes the principles of buymanship and money management. The area of rights and responsibilities includes consumer protection, laws and regulations, consumer redress mechanisms and the responsibilities of consumers in the American economic system."10/

The personal and family financial education competencies adopted by the American Council of Life Insurance in 1977 cut across the same general areas.11/ Both interpretations of subject content are interdisciplinary in nature, and if there are differences, they are more a matter of emphasis and scope than a matter of substance. Moreover, the policy manual is of great importance to the field of personal and family finance since it documents the state policies regarding that field of study in the schools of the country, K-14.

The manual includes a summary chart which gives the type of policy reported by states, identifies the agency responsible for implementation of the policy and notes whether it is a course that is to be included or whether the content is to be infused into already established courses. Although the manual suggests that 13 states have no policy, at least two of the 13 states reported that their education agencies had taken independent action in order to implement consumer education in the classroom. While not a part of this study, there are mandates and directives issued on the part of local school systems relative to consumer education which supplement the state policies.

9/ "State Consumer Education Policy Manual," prepared by Robert J. Alexander, Consultant, for the Education Commission of the States, Denver, CO, January 1979.

10/ Ibid.

11/ "Personal and Family Financial Education Competencies and Generalizations," American Council of Life Insurance, Education & Community Services, Washington, DC 1978.

Thus, the two reports provide insight as to the direction of state interests and policies regarding consumer and family financial education. Through statute, guidelines or directives about 62 percent of the states included economics content; 56 percent included personal finance; 40 percent included consumer decision making; and 36 percent included rights and responsibilities. More than one of these topics was reported by a large number of states, and several policy statements included all four.

In summary, this report shows a healthy state concern for the need to understand our economic system and our financial institutions; for a capability in personal decision making, buymanship and financial planning; and for performance of the role of citizen/consumer in relation to the marketplace. Additionally, the main thrust of the state policies would tend to reinforce arguments in favor of interdisciplinary programs. The manual of the Education Commission of the States documents the fact that consumer and family financial planning education has a strong state policy backing.

An additional and most valuable report of the Commission places the policy manual in perspective.12/ The publication is entitled "Consumer Education Project: Final Report." Although it covers some of the same material as the policy manual, the report includes observations and recommendations regarding consumer education in the schools and revisits the programs of six states. In 1973 in-depth studies were made of programs in California, Georgia, Hawaii, Illinois, New Jersey and Ohio. The follow-up reports are insightful in terms of the variety of approaches taken and the fact that there is no one way to sound programs. One of the most interesting parts of the report deals with "issues". The questions of organizing for success, special courses, tone and perspective are discussed. The report is recommended as sound and good reading for both educators and administrators in elementary and secondary school systems.

TODAY AND TOMORROW

Personal and family financial planning education has a strong potential for being more than the sum of its parts. When handled in a global sense, the field can be an interesting and

12/ "Consumer Education Project: Final Report" prepared by Fred T. Wilhelms, Editor, for the Education Commission of the States, Denver, CO, February 1979.

enlightened cutting edge to the future. Or, the field can become a narrow, introspective experience for the student. It depends upon how it is taught and what is included.

There are honest restrictions to providing learning experiences in the field. This decade's consumer activist, by questioning "the system" and exposing unfair practices, is viewed as a threat by many people. This is not the only approach to personal and family finance education, and activism has traditionally been excluded from academic fields of study. However, the subject areas included are entwined with the economic well-being of students, their parents, neighbors and community leaders. These same people are merchants, clerks, insurance agents, venders and union members. In reality, any community has available the resources and personal understandings that can be used to enrich classroom experiences. Any community also holds biases and narrow perspectives which educators may not wish to perpetuate. The trick is to capture those positive elements, to know how to place in perspective the more limiting points of view, and, as teachers, to be prepared to recognize and handle the differences.

Personal and family financial planning education holds three challenges:

- That of knowing how to give meaning to our economic past.
- That of giving a richness of understanding to today.
- That of giving a positive and analytical edge to the student's view of the future.

BETTER TEACHER EDUCATION THROUGH PERSONAL AND FAMILY FINANCIAL PLANNING
PERSPECTIVES ON PFFP:
A SENSIBLE RESPONSE TO CURRENT AND FUTURE DIRECTIONS

JOEL L. BURDIN

The specific topic I shall address is "Better Teacher Education Through Personal and Family Financial Planning" (PFFP). References to teacher education include all education personnel involved in pre- and in-service education on campus and in elementary and secondary schools. (Teacher education is synonomous with education personnel development (EPD) throughout this paper.) My assignment is to propose that PFFP be infused extensively into EPD. Recently I have spoken about infusing the teacher education curriculum with health education, energy education and Public Law 94-142 (education of the handicapped.) One strong advantage that PFFP has over other topics is that it is *personally relevant* to each educator. That increases the odds that pre- and in-service personnel will take the content and the methods seriously. While studying financial planning, pre- and in-service education personnel can learn to address topics as varied as:

- "Back to basics": PFFP enhances basic education. The Adult Performance Level studies conducted in Texas under Federal auspices illustrate how essential today's topic really is.

- State movements toward minimal competences: This is a catchy focus among state legislators. Financial planning education can increase the chances that the movement will be balanced and sensible.

- Educational equity: Financial planning can be a substantial means of attaining equity and an essential tool among females and minority persons in protecting rights gained. These individuals traditionally have been subjected to a kind of fiscal colonialism through both benign and blatant discrimination.

- Alternative futures: PFFP can be an important part of studies to prepare to facilitate, alter, or block probable futures in personal and family financial management. In an increasingly complex world such success will be an important futuristic tool.

- Challenge to maintain individual autonomy: Increasingly individuals have a difficult time in maintaining their autonomy in a complex society. Particularly the media bears heavily on individuals' fiscal affairs. They are manipulated subtly and aggressively by the media which create demands for products and direct purchasers to specific brands. The goal of financial planning education

should be the maintenance of individual control over financial matters, at least in decisions about purchases. It should also provide awareness of monolithic factors over which individuals have no control but which must be taken into account in personal and family planning, for example, inflation, energy crises, balance of payments decisions of the U.S. government and others.

The topics just mentioned illustrate factors which impact on individuals and families. Incorporated into the planning of personal and family financial planning, studies of the factors can add vitality and significance to the school curriculum as well as to pre- and in-service personnel preparation. Let me recap some ways in which PFFP can add importance and meaning to EPD:

- It is a good means of helping pre- and in-service personnel to incorporate important concepts and facts into the K-12 curriculum. The substance of PFFP is valuable to both students and to their community.

- Its content is relevant to educators and therefore likely to be studied carefully. It is likely to be applied in the K-12 classroom. (Although the American Council of Life Insurance focuses its education programs on secondary education, there is value in including this in preparation programs for elementary personnel as well.)

- PFFP can serve as a prototype of how to infuse EPD with studies of several relevant topics. As teachers learn the substance and processes of PFFP, they can apply their knowledge and skills to other topics as well.

SPECIFIC RESPONSES IN THE K-12 SCHOOLS

A number of pressures have been noted which imply several specific responses in the schools. The changes would improve PFFP as well as other instruction. Here are some guidelines for planning K-12 instruction as well as for EPD:

IMPROVEMENT OF INSTRUCTION GUIDELINES

Educators should learn that:

- Learning PFFP should help individuals clarify their values about money.

- Interdisciplinary studies can help learners to master several "ways of knowing"--several sources of ideas and information. A complex world demands diverse ways of learning about it and testing that knowledge. All subject specialty areas have some contribution to make to PFFP, and all can become more vital through some infusion of it.

- Many different kinds of learning sites and resources should be used. Setting apart unique institutions called schools has some value, but the act can be foolish if educators pretend that the school can suffice as the total site for learning. The whole society is a learning laboratory, particularly the community in which the school is located and the media that enter every home. Since PFFP is real-world oriented, it can be an important means of encouraging the school to reach out and to bring the community into the schools.

- Several aids to learning should be used. The broadcast media and mediated materials are especially valuable. Depending on the nature of the learning to be mastered and of the learners, instructional aids and methods should be adapted. Likewise, they should be adapted to the unique style of the individual educator.

- Several approaches to teaching should be used for example, lectures, panels, group discussion, materials preparation, community service duties and work experiences. They should be used wisely, adapted to the individual learning and teaching style, background and motivation.

- Teachers should emphasize learning how to diagnose and prescribe learning options and resources as much as the substance. Diagnosing and prescribing approaches to learning are valuable long after content is radically altered or replaced. Financial planning can be a tool in helping educators learn diagnosing and prescribing competences, which in turn should be taught to elementary, secondary and adult learners. Those competences are useful for a lifetime when they are adapted on the basis of new knowledge and altered conditions.

A SECOND MAJOR ACTION

Educators should learn the skill of content identification and materials preparation:

- PFFP has to be converted into a scope and sequence chart, relative to all the subjects and to all the grade levels.

- Materials are needed for both EPD programs and for the schools.

A THIRD MAJOR ACTION

It is unwise to assume wise, effective use of content and materials. Educators benefit from conscious efforts to assist them through:

- Workshops, articles, personal counseling by experts in PFFP, planners of professional conferences, professional association leaders and others. There are many ways to promote sound PFFP as it moves from planning to implementation.

- If deliberately taught as generalizable skills, PFFP's skills can be a useful means of improving instruction in all curriculum areas.

A CRITICAL ACTION

Continuing assessment of PFFP in teacher education programs and in the schools should be undertaken to lay the groundwork for improvement by establishing:

- Who is using personal and family financial planning? With what degree of relevance to education personnel and their students?

- How effective is the life insurance content in PFFP programs? How well are the best interests of the business being promoted? What steps are being taken to protect the best interests of students and the total community? (This is important both for them and for the industry. Life insurance content that is sound for the individual and the community is sound for the business which benefits when their services and products are presented objectively and fairly.)

AN ACTION RESPONSE THROUGH PFFP

Having touched briefly on public pressures and other forces of change and having related guidelines for organizing K-12 education as well as EPD, I turn now to some illustrative actions in PFFP which seem compatible with what has been stated in earlier sections of this paper.

A BETTER AWARENESS OF PFFP

There are advantages in making several publics more aware of personal and family financial planning, in both EPD and schools. It is a way for school personnel to reach out to the business and general community, and in turn it is a fine vehicle for utilizing citizens' varied skills to make the PFFP program as effective as possible. Tailored communications to specific audiences can make the public more conscious of the many ways PFFP serves the best interests of students and of the community.

Fortunately there is a sound image of PFFP to communicate. The image is based on a long history of helping educators to incorporate financial planning into the school program. To a great extent the recognized role of PFFP is a result of the work done by the American Council of Life Insurance. Through collaboration illustrated by the Teacher Education projects and the education advisory committees, financial planning concepts and materials have steadily improved. Through the Council the best thinking of educators is combined with that of the life insurance business's staff and representatives. Since some special business interests incorporate blatant propaganda and advertising into the materials they prepare for school use, educators have a healthy suspicion of free and inexpensive materials. That is a communications problem which is either minimal or nonexistent with Council materials. The Council can claim straightforwardly that it is in the best interest of both the business and all citizens to have sound financial materials used in the schools. The business assumes that well educated citizens will acknowledge the need for insurance as a part of personal and family financial planning. This is an enviable position to be in.

The following suggestions have to be taken in the context of facts about the Council materials. They are good. Nevertheless, they should be continually examined to assure that they are relevant, useful, clear and unified.

SOME SUGGESTIONS FOR MATERIALS

1. Overviews of existing materials. A good start has been made in creating charts that show relationships of the materials to each other and that proposed use by grade level and subject level. This is important, considering the fact that teachers have many duties and are more likely to use materials whose use is clearly delineated. Good study guides increase the likelihood that the materials will be used effectively--according to a "grand design."

2. A personal workbook for educators. We assume that if PFFP concepts and approaches are understood and appreciated by educators they are more likely to use them in their teaching. As a public relations gesture, as a service to educators and as a means of increasing the effectiveness of financial planning in the schools, the Council could produce a study guide to assist educators in their own personal and family financial planning. Educators commonly experience problems; many would be likely to appreciate and use a guide designed just for them.

3. A sound filmstrip overview of PFFP. The filmstrip could have some of the common strands of PFFP, such as the one developed under ACLI auspices at the University of South Florida.[1] In addition, it should have slides showing

[1] "Personal and Family Financial Planning: An Orientation" slide-tape prepared by the Task Force on Financial Planning, University of South Florida, 1979, with the support of the American Council of Life Insurance.

particular educators how to apply PFFP concepts and approaches to their own work. Examples of significant groups which frames should address include educators--superintendents of schools, curriculum personnel, principals, teachers--and the general public. If the filmstrip shows financial planning capable of providing an exemplar in all levels of education, it will increase the probability of widespread infusion in both EPD and grades K-12. The filmstrip should not reduce the individual educator's responsibility for adapting concepts and approaches to specific situations. The filmstrip could be one way of sharing the best thinking of many persons who have had time and resources for extended research, study and experimentation. Educators are not likely to spend large blocks of time on one subject, such as financial planning nor should they. They want a point of departure in planning their own curriculum. A filmstrip could provide a conceptual map to encourage them to take to the road in creating their own version of a good curriculum that includes sound PFFP.

4. A sound filmstrip on using PFFP in EPD programs. Teacher educators are pressed to infuse their programs with many special topics. At the same time they are pressured to prepare teachers competent in the basics. To get much PFFP into teacher education programs, it is important to depict it as a useful exemplar of how to infuse the basic teacher education program with special content which increases relevancy and interest. A good PFFP filmstrip could demonstrate ways of incorporating energy education, environmental education, citizenship education and others into teacher education. Such an understanding would be good for PFFP's advocates and for advocates of other topics.

5. A sound filmstrip on values clarification. Deciding how to spend money involves values: what is important to whom; what gets priorities; what gets neglected in order to do other things. Educators should learn the processes of values clarification and how to help the young citizen with his or her own values clarification without indoctrination or pressure. The nature of decisions which face all today will change; learning how to make decisions is a lifetime asset. Helping educators and through them students to master PFFP-related values clarification is a means of promoting values clarification in other matters.

Something should be said about all the filmstrips. They should be valuable without printed materials, but they would be more effective with guides for teachers. The guides should include camera-ready versions of the frames--for use by teachers who would like to reproduce them as paper study

materials or in transparencies. The guides should include numerous supplementary ideas on activities that can increase the impact of the filmstrips.

OPTIONS FOR ACTION: RECOMMENDATIONS FOR DIFFERENT GROUPS

There are a number of options for different groups which have an interest in personal and family financial planning. The following list is suggestive rather than definitive.

ACLI OPTIONS

1. Action on previously discussed materials preparation, under the careful guidance of the Teacher Education Advisory Committee. Since many materials have been added over the years, there is value in examining the total package to assure that it is a unified approach to PFFP, that there are few gaps and redundancies.

2. Preparation of camera-ready materials, carefully designed to provide an option to the sound filmstrips. These materials should reflect the substance validated by the advisory committees and consultants and the best techniques of the graphic artist. They should include both display type and the artist's conception of the substance. They could be photocopied and used as handouts, converted into slides or transparencies or used as lecture notes. This is a cost effective way to get good materials out without the considerable expense of preparing mediated materials and setting up a distribution system.

3. Continued involvement of Council staff in the meetings and other activities of professional associations. This is a good way to reach the critical leadership of different professional groups.

4. Continued efforts at building the knowledge base; at building networks of interested, committed persons; at producing print and mediated materials; and at developing workshops and conferences focussed on PFFP. The collective impact of these activities--an effective, visible outreach of the Council--is considerable, for the activities tend to reach those who are interested and who are involved or would like to be. In a sense they constitute a professional yeast, the ferment for action.

5. A carefully planned and executed effort to create understanding among education editors and, where possible, those who work for the commercial print and broadcast media. Occasional newsletters, news releases and news conferences can be productive stimuli to news items, articles and annoucements of new products. Uniqueness and generalizability of Council materials and ventures

can be stressed. Efforts to reach the editors of specialty newsletters and journals have to be tailored as editors are swamped with newsletters and news releases. Tailored materials to selected mailing lists are important if the ACLI public information activities are to be as effective as possible.

6. Initiatives to create a network of staff persons in compatible trade associations. A number of trade associations carry on education programs. They share much in common with ACLI although there are numerous differences. It could be productive to convene a group of staff persons of trade groups which seem to have standards of education endeavors comparable to ACLI. A sharing of concepts and methods could stimulate careful analysis of the work of ACLI. Materials could be shared. A network could be established to serve as the basis of exchanging materials, or arranging meetings and of developing staff development activities. Caution is in order. Too many groups are formed and are continued without careful goal setting. To the extent that a network could clarify concepts, approaches and materials development along sound education lines, there is a possibility that all would benefit. Their materials and approaches could improve. There could be a greater tendency for the education community to deal with the collective entity of trade associations which have education programs. They could create a critical mass with potential for impact. As they developed criteria for education effectiveness, ethical standards for materials and efforts and visibility based on their collective support of education, the work of each could be strengthened.

7. Continued business understanding and support. Implicit in all the previous suggestions is continued business support. That includes more than the essential dollars so evident in the work of ACLI; it is also important that busy executives contribute their unique knowledge, competence and insights to the education field.

OPTIONS FOR EDUCATION SPECIALISTS IN THE ELEMENTARY-SECONDARY SCHOOLS

1. Supplied with educationally sound and relevant curriculum materials, the staff and curriculum specialists in the schools should move to incorporate PFFP into their programs. They should form partnerships with teacher groups, with state education agency personnel and with varied professional and trade groups--local and national--to promote solid financial planning programs. As they include citizens in their planning and as they promote media coverage, they can do much to assure adequate community support.

2. Curriculum specialists can work financial planning into all academic areas of the secondary schools, where most

materials are targeted. There is substance for mathematics, history, economics and other specialty areas. While ACLI efforts have been largely focussed on secondary education, local specialists can adopt many of them to elementary levels. Foundations for financial planning should be laid there. The young need it, and the elementary school age is a strategic time to begin.

PROFESSIONAL EDUCATION ASSOCIATIONS

1. A basic association responsibility is communicating ideas and information which can improve practice. PFFP is a topic of importance. It is appropriate that association communications media and meetings provide some coverage of PFFP in varied ramifications.

2. Professional associations should periodically review the role of specialty trade associations such as the American Council of Life Insurance. That review could produce guidelines under which business and education leaders can promote productive relationships. The guidelines should encourage educators and business leaders to avoid problems and to attain greatest mutual gain. The guidelines should cover both K-12 and teacher education.

STATE AND FEDERAL GOVERNMENT AGENCIES

1. State and Federal information agencies should include PFFP content in their information storage and retrieval systems and facilitate tailored retrieval, analysis and interpretation for different kinds of education personnel.

2. Government agencies should promote the utilization of PFFP in curriculum studies and experiments as well as education personnel development. Funding of projects, dissemination efforts, workshops and other professional activities can stimulate financial planning. The fact that governmental agencies are involved creates interest among media people and increases coverage.

3. Government agencies should fund some research on financial planning, provide tool-up monies for curriculum projects and support staff development activities. These incentives could promote considerable activity.

4. State education agencies should promote active relationships among those involved in financial planning and state economic education councils.

PRINT AND BROADCAST MEDIA

1. The print and broadcast media should provide coverage when significant developments occur in financial planning.

2. In addition, the media should provide background material on PFFP in order to create public interest and support. The media could help the public gain a focus on inflation, energy crunches, price escalation, personal and family financial options and so forth. The media could portray financial planning as a basic subject within the schools.

THE HISTORIC DEBATE ON EDUCATION CONTINUES

Historically the American people have debated what constitutes good education and for whom it should be available. The debate is pointed up, both seriously and humorously, in a story told by Benjamin Franklin (circa 1784):

> "At the treaty of Lancaster, in Pennsylvania, anno 1744, between the Government of Virginia and the Six Nations, the commissioners from Virginia acquainted the Indians by a speech, that there was at Williamsburg a college with a fund for educating Indian youth: and that if the chiefs of the Six Nations would send down half a dozen of their sons to that college, the government would take care that they be well provided for, and instructed in all the learning of the white people.
>
> The Indians' spokesman replied:
> We know that you highly esteem the kind of learning taught in those colleges, and that the maintenance of our young men, while with you, would be very expensive to you. We are convinced, therefore, that you mean to do us good by your proposal and we thank you heartily.
>
> But you, who are wise, must know that different nations have different conceptions of things; and you will not therefore take it amiss, if our ideas of this kind of education happen not to be the same with yours. We have had some experience of it; several of our young people were formerly brought up at the colleges of the northern provinces; they were instructed in all your sciences; but, when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, nor kill an enemy, spoke our language imperfectly, were therefore neither fit for hunters, warriors, nor counsellors; they were totally good for nothing.
>
> We are however not the less obligated by your kind offer, though we decline accepting it and, to show our grateful sense of it, if the gentlemen of Virginia will

> send us a dozen of their sons, we will take care of their education, instruct them in all we know and make men of them.[1]

Similarly there are questions today about the effectiveness of education. Different groups of people advocate varied approaches to liberal and practical education. That debate will go on. Whatever its direction, it must include personal and family finances. That is a critical aspect of efforts to maintain stability within American families and within the society at large.

With continuing collaboration between the business and education community, PFFP education can be maintained. It can change as change is needed. It makes significant contributions in its main arena--the secondary schools and at the same time it indirectly influences the curriculum of elementary schools.

Personal and family financial planning is essential for the well being of all. It has always been important, but in these times it takes on a critical nature. The complexities of financial matters lead to despair and declining confidence in the nation's future. Cynicism about the national leadership and health in financial matters compound the problems. It is time to quicken our pace in personal and family financial planning!

[1] Benjamin Franklin (circa 1784), in Rudolfo, Can Man Transend His Culture? Washington, D.C.: Organization of American States. n.d.

THE COMMUNITY COLLEGE AND PERSONAL/FAMILY FINANCIAL PLANNING

JAMES L. WATTENBARGER

The development of postsecondary education in the United States has followed traditional patterns common to trends in many societies and so noted by historical analysts over the years. Some writers have compared the expansion of the availability of this level of education with the expansion of opportunity in American democracy itself. The progression from providing higher education largely to those who were expected to assume leadership roles, through providing higher education as a reward system to those who merited or earned the chance to study, into the more recent concern for providing this level of education to everyone for the major purpose of enabling each person to grow, has paralleled a similar extension of democratic concerns which are not only political but are also social and economic in orientation and in effect. The declared positions adopted by a continental congress in the late 1700s reflected a political and social philosophy that was at that time merely recognizing a potential that is still in many ways an unaccomplished goal 200 years later. Each time a goal appears to have been reached, new concepts of availability and new understandings of opportunity extend interpretations one more step toward universalization.

Historically, American educational opportunity has become more and more available to a greater and greater portion of the total population. First, universal elementary education almost became a reality; then, expansion into high school opportunities with the help of the Kalamazoo case and compulsory education laws was generally accepted; and finally, the development of the community colleges aided by the GI Bill of Rights, technological changes affecting work and the impetus toward upward social mobility has been characteristic of the expansion of postsecondary education in all 50 states.

DEVELOPING THE COMMUNITY COLLEGE

The community or junior college described by Koos in 1922 was a forerunner but not an exact pattern of the 1979 model. Concern for the personal development of individuals attending the junior college included completing requirements for the first half of a four-year baccalaureate degree, an emphasis upon achieving occupational competence and a limited recognition of possible cultural needs in a community. The strong emphasis was upon making "college" available to a greater number of youth. Other benefits, if such indeed did exist, were concomitants and not goals.

American political and social democracy of the early 1900s was also viewed with more limited boundaries than has

been the case since that time. Expansion of opportunities afforded the youth of this nation has been the pattern accepted by nearly everyone during this century. Continuation of such expansion beyond the 24-year-old age group has also been recognized more and more often. A concern in 1979, new to education, is the fact that we have sometimes limited expanding opportunities to those below 65 or 70 years of age. Recent expansion of this continuing concern will be focused upon life-long opportunities to grow and to learn, to participate and to contribute, to live and to enjoy living. While all levels of public education including many schools and colleges which are privately controlled have recognized these expanding concerns, the community college has absorbed and reflected them to a greater degree than most other public and private institutions.

The major result of "Project Focus" of the American Association of Community Junior Colleges in the early 1970s was not merely to change the name of the Association to include community but rather to expand the goals of the colleges so that community was a valid descriptive term which could be applied to these institutions in terms of commitments, programs, concerns, goals and designated roles. The expansion of the theory was the purpose followed by translating such theory into action. When Gleazer outlined the development of *community-based, performance-oriented* postsecondary education, he was describing a challenge to those responsible for the community colleges to reconsider the role of the institution and to develop an honest commitment to accept the total job. When he outlined characteristics of such institutions, he was outlining a challenge as well as a description. Among the characteristics which describe this community-based, performance-oriented college is one which declares the role to include a response to needs in a community.

To provide a clear notion of what these needs may be, one might well examine some of the recent projections and conjectures for the future. Without question there have been many changes in the expanding curriculum in the community colleges. As noted above, Koos' 1922 description has become inadequate for 1979 and while there is still emphasis upon the first two years of a four-year degree program, there is less emphasis upon the lockstep limited curriculum typical of most colleges 50 years ago. While many students enter the community college with a bachelor's degree as a goal, this group is smaller proportionally than it once was. Only about 25 to 30 percent of the entering freshman actually do continue into four-year degree programs and in some colleges even less than that.

The strong emphasis upon the variety of occupational roles in the current work force has resulted in an increase

in occupational programs of a technical as well as skills emphasis at the community college level. In many institutions over half of the enrolled-for-credit students are in these special programs. This change in emphasis has been the result of the colleges' sensitivity to community needs as well as to student needs and is a major change in the customary curriculum balance.

The noncredit courses have also expanded both in concept and in numbers of students served. Many community colleges have provided a heavy concentration of effort upon identifying individual and community needs and upon developing ways of providing education to meet those needs. Courses for personal development, improvement of individual job skills, or community improvement are examples of the emphases that community based education may take. Continued increases in enrollment in these areas may be expected and the community served will be specifically affected by the community college program in community based programs whether they are available for credit or not for credit.

COMMUNITY NEEDS AND THE COMMUNITY COLLEGE

A final area of specific concern has been the basic general education programs of the community college curriculum and their relationship to real life educational needs. One may well observe that concern for general education as a part of college curriculum has deteriorated during the past 10 to 15 years. Colleges which placed great emphasis upon general education a few years ago are silent today when questions regarding the validity of general education are raised. There has been a comprehensive revamping of the requirements, of the administrative structures and even of the goals themselves in most general education programs. Harvard, which was a leader some 30 or 40 years ago in a general education program for undergraduates, has very recently called for a complete revision of that program. Community colleges often dominated in curriculum matters by four-year colleges, and universities have found themselves in an uncomfortable position as a result of their general education programs. If the community colleges were to develop more realistic and appropriate general education programs would not they include content and focus not now considered? That is one of the major questions to be analyzed in examining the theme of this paper. To answer questions about the relationships of personal and family financial planning and community colleges one must examine the community needs which are projected for the future.

Fact:

Demography.
There will be fewer youths and a concomitant increase in the percentage of persons over 55 years of age.

The college should seek to provide education which will identify ways to maintain vitality of senior citizens. There should be ways identified for making positive use of the talents and experience of older citizens. The changing of life styles into what has been called retirement requires a variety of education not available in the past. New and different relationships with family, friends, professional associates as well as with a myriad of other points of daily contact has an effect upon life styles.

Fact:

The Economy

Two factors currently affect the community in a direct way: inflation and unemployment.

The college will need to provide education which will help individuals understand the causes and results of inflation. The ability to cope with the problems of financial planning in a new situation such as an inflationary spiral requires more education and new knowledge for everyone. The community college serves the total span of ages in providing opportunities to gain that knowledge. Learning to take advantage of effective techniques in using limited personal resources is a lifelong educational task. Education can sometimes alleviate the situation by providing opportunities for educating individuals to move into new jobs and to become more productive. Unemployment is usually highest in those who have few skills. Fear and insecurity may be alleviated, at least partially, by education.

Fact:

International Relations and National Defense

The gap between the United States and the underdeveloped nations is great. American citizens need to understand the dimensions of this gap and must seek ways to narrow it without deteriorating their own levels of living in the process.

The college should provide resources for study as well as courses and special discussions of the best information available related to the problems of international relationships. Opportunities to meet with and talk to represenatives of other countries are most often made available through the college. Forums, workshops, learning resources are definite college responsibilities. Faculty expertise should be made available to the community through a variety of avenues.

Fact:

Law and Justice
The expansion of concepts related to justice and rehabilitation involves an active and cooperative role on the part of the citizen in relating it to the law enforcement officers and to the administration of justice.

The college should make its regular programs available as an integral part of the rehabilitation opportunities to offenders. Lower rates of recidivism seem to have a direct relationship to levels of education. The attitudes developed in the total student body are engendered as a part of their education. Positive attitudes toward law enforcement may be developed through education.

Fact:

Equality of Opportunity
The need for educational equality is a basic concept in acheiving any progress toward EA/EO.

The college will be required to examine its own procedures with great care in order to make certain that there is equality of opportunity for all to be educated. Since educational attainment is one of the most often used criteria for job entry and job promotion, a major responsibility falls upon the college in affecting the entire community in relationships to this problem. Business and industry not only need help but usually recognize this need and expect the college to help.

Fact:

Religion and Humanism
The addition and/or substitution of humanistic relationships for formal religion appears to be increasing in the current society.

While separation of church and state supported by supreme court decisions has tended to keep colleges wary of direct religious participation or support, there has been increased emphasis on the development of humanistic education and techniques which aid in the development of self-actualization. These may be substituted for more formal religious activities and commitments. The college is often called upon to provide a basis for understanding humanism as a method of living together in a community.

Fact:

Community and Faculty
Adjustments in family structure and life styles have affected many traditional relationships. These changes also affect the total community.

The college should be prepared to provide a basis for educational services to husbands and wives not only affecting their personal relationships with each other but also in overcoming economic and social reverses. Child care for student parents becomes in some cases a necessary part of the educational commitment. The life style of single parenthood requires educational attention. The characteristic dependency upon family structure needs education to maintain it in current society.

Fact:

Health and Medicine
Increased knowledge about health maintenance has resulted in longer lives and healthier life styles.

The college should provide not only the knowledge but also the physical incentive for health maintenance. Facilities and their general availability for general public use becomes an important consideration for the college. Programs which are used as incentives to improved health are common to most colleges.

Fact:

Science and Technology
The search for solutions to current major problems requires continual emphasis upon science and technology. The dependence upon continued development has become a fact rather than a hoped-for conjecture.

The college has accepted its obligation to provide the basis for attaining knowledge in these fields. Not equally well accepted, however, is the college's own direct effect upon improving that knowledge itself. The role of the community college does not usually include the function of research into scientific or technological problems but rather toward implementation of research findings within the local context. Action research, so-called, is a responsibility of educated leadership.

Fact:

Work and Employment
Changes in the work force, in the work week, in the terms of commitment will affect the need for education and the focus of education.

The concept of over-education and/or underemployment causes concerns which were virtually unknown previously and are therefore difficult to accommodate. The direct association of employment with the level of educational attainment causes expectations that are not always achieved. New understandings of education's relationship to occupation will be required.

Fact:

Education and Training
Increased participation in lifelong extended education will be the major factor in educational expectations.

The college has indicated a responsibility for lifelong education. To effect this responsibility will require a great deal of change in program and in delivery, particularly in the assignment of resources within the college itself. Community needs and demands must be reintegrated into resource commitments.

Fact:

Media and Communications
Increased awareness of society's needs as well as results of the individual and/or group action is translated into simulataneous knowledge of worldwide events. The international effects of isolated events are felt if not always understood.

A collegiate program must provide the opportunity to discover knowledge and to synthesize it so that students and faculty can individually extend their understanding of world problems and potential individual action. An increased use of media for education is indicated.

Fact:

Leisure and Recreation
The possible allocation of personal resources and time in greater amounts for recreation and other leisure activities changes with life style, responsibilities, opportunities, and extended education. Shorter work weeks must result in better use of alternative time.

A community college will need to relate recreation to creativity and to physical health. Individuals are affected by their own knowledge. Productive leisure can be a positive force in a community as well as a growth aid to individuals.

DELIVERING PERSONAL AND FAMILY FINANCIAL PLANNING EDUCATION

These changes in society have implications for the community colleges in many ways but are specifically important in curriculum development as related to the goals and purposes of community colleges. If a college is committed to be community-oriented in the philosophical sense, then its program of educational opportunity must also be community-oriented in a way that affects and is affected by the community.

The imperatives which may be derived from the needs assessment analyses described above should be analyzed and applied in the setting of a community-oriented community college. Implications for this level of post high school education are many; but equally important, however, is the recognition that the community college has an obligation to participate in maintaining and/or raising the community level of living and educating people to live therein.

Probably no other postsecondary institution is in a better position to relate to PFFP education with its emphasis upon lifelong cycle education than the community college. An institutional goal of serving the needs of the local community takes precedence in most instances over all other goals in these institutions. A commitment as well as an operational policy to become an integral part of the community is also unique to the community college. An open admission policy which will provide continuous lifelong opportunity for education is essential to the community colleges.

Gleazer summarized the characteristics common to community colleges as (1) providing access to all; (2) nurturing lifelong education; (3) emphasizing personal needs and self-development; (4) recognizing that the college serves only part of the total market; (5) responding quickly to community needs; and (6) defining clear criteria for measuring quality of performance (Gleazer, 1973).

When one views these insitutional characteristics in relation to similar characteristics of personal/family financial planning education, viz: (1) understanding how financial needs and tasks change throughout the life cycle; (2) understanding how commonalities and differences in financial needs are affected by age and household structures; (3) determining financial priority emphasis; and (4) understanding relationships and allocations of income among spending, borrowing, saving, protecting, investing and sharing income to achieve and maintain economic stability and security, one is able to develop a basis for the development of a program in the community college.

A program which is designed to use the needs assessment based on societal changes as a content basis for building cognitive and affective learning levels will be focused on PFFP education as a goal. Since the students who are in the community college represent all of the stages of the adult life cycles there can be a wide variety of approaches to PFFP education.

GENERAL EDUCATION

An area of education more often neglected than well-planned, general education provides an opportunity to provide most of the community college students with their basic knowledge needed for financial planning. The basic skills of planning should be developed in the general education courses common to all students. Sensitivity to societal requirements and appreciation of achieving balances in decision making is an ideal goal which is often not well considered in the usual assemblage of liberal arts courses labeled general education. This is the program usually required of students who are pointed toward a baccalaureate degree. It is also the program used by others who are aware of their personal goals.

An honest appraisal of the life cycle needs of the 18 to 24 year old group would require a reexamination of most general education programs and a reorganization of the ways in which these needs are being met. Personal and family financial planning education should have special attention in the general education program.

SPECIAL COURSES

The development of a series of special courses for PFFP education is another possible way of providing for the needs. Courses such as Personal Finance, Consumer Economics, Home and Family Planning, Finance and Family Financial Management are found in many community colleges. These are not well attended, however. The enrollment is limited to individuals who have special interest or who are seeking an elective at a time convenient to their own personal schedules. It would not be unusual to find no more than 100 students out of a total of 10,000 enrolled who are registered in these courses. Obviously this avenue for developing PFFP education will affect relatively few individuals unless more interest is developed than has been the case in the past. Most programs are so full of required courses, even required "electives," that plan for extending PFFP education through this avenue cannot be very successful.

CAREER OR OCCUPATIONAL EDUCATION

A major avenue for courses directly related to PFFP may be found in some of the occupational areas. Home Economics often includes courses related to Family Financial Planning as a part of the requirement for related occupational programs. Business related programs also include PFFP content and concepts. While individuals taking these programs are largely oriented toward an occupation for the future or job skills for the present, the roles each will plan in their own lives are affected by the knowledge they have in these areas. Careful planning is needed to make certain each occupational program provides adequate background in PFFP.

COMMUNITY SERVICES

The continuing education activities offer the best opportunity to provide PFFP education to the total potential student body. Noncredit courses, special forums, lectures, workshops, conferences and individualized minicourses are examples of the variety of ways a college may provide educational opportunity. Since the college

is answerable to no one but the student in the area of noncredit courses, there is ample opportunity to experiment, innovate, adapt or invent. This freedom is there for both content and teaching strategy. The needs in PFFP can be studied and met in unlimited ways.

A contribution to the community can be made through a continuing series of special lectures and/or workshops designed to aid individuals in financial planning activities. Special attention may be given to the college acting as a catalyst in the community by arranging for forums and discussion groups. The leadership role available to the college through this activity is one not often carried out by other agencies and may enable the college to provide additional contribution to the community. Such forums often may replace some of the benefits of town meetings which have fallen into general disuse in many places. To reestablish this form of local communication may be a very positive community development contribution.

Another way the college may contribute is in the capacity of broker since there are many agencies in the community which provide financial planning services. These agencies may not be able to reach potential clients without help. Often the juxtaposition of several agencies is required in order to make any one of them most effective. The "broker" college makes these relationships possible. An important part of this brokering concept is the availability of counseling services to individuals and to groups. To help persons identify their problems and to aid them in finding the community agency that can assist them is an important but often neglected function. The community would benefit from this service.

THE PROBLEMS

There are a number of special problems which interfere with the development of PFFP in the community colleges. The nature of these problems differ in the various institutions as do the solutions.

CHANGING THE CURRICULUM

The natural inertia which causes a reluctance to change is strong in colleges and universities. Individual faculty's perceptions of job security in combination with a list of required courses make organizational homeostasis a common position for many faculty. Even the so-called "return to basics" is not a movement but rather a cover for avoiding change. The need for a change agent in each situation is a primary consideration. Obtaining success in curriculum change is very difficult even when there is incentive to change; without incentive, change is almost impossible (Wattenbarger and Scaggs, 1979).

FINANCING

American higher education has been only partially supported by public funds and most of these have been earmarked for support of education for youth below the age of twenty-three. Personal and family

financial planning with its life cycle emphasis requires lifelong attention to education. Furthermore, most community colleges have become accustomed to formula-based financial allotments from state sources. These formulae strongly support aid for credit courses (the poorest way, apparently, for PFFP development) and for daytime courses. These are deterrents to the development of new community college curricula. The current restrictions on courses or program development which may be found in almost every state are not conducive to the expansion of community college educational service in this area.

FACULTY

Many faculty in the areas of social sciences, business and home economics are unprepared to teach financial planning. There is a need for special training since most discipline-oriented preparation does not prepare individuals to teach areas outside a discipline line. Add to this lack of content background, unwillingness of some faculty to deal with controversy, and we find that many avoid addressing controversial issues in their classroom teaching. Fiscal cutbacks or "RIF" (reduction in force) cause faculty to be more committed to and supportive of their discipline and less willing to experiment with new subject areas. The need to communicate with other faculty who are teaching PFFP is a very real need, but current restrictions on travel and support for attending conferences have hampered this interchange as a viable avenue for faculty development.

TEACHING MATERIALS

The nature of the students who attend the community colleges is varied. The range of ability and of other characteristics is great enough to be representative of the total community. While this open door is admirable from the point of view of educational services, it causes problems in materials both for traditional and non-traditional courses. In an area like financial planning materials adapted to the level of the entire spectrum of abilities and of learning styles will be needed. Modules for individualized instruction as well as modules designed for multi-level instruction are needed. These materials, for the most part, are yet to be developed.

Another need is the availability of learning resources. When a new subject area is introduced, libraries do not always have a comprehensive collection of current materials, books, film, tapes, slides, discs, periodicals and files. Therefore, faculty must develop special materials as well as organize courses to teach financial planning.

FACILITIES

While no special facilities are usually required for PFFP, there are several problems which must be recognized. The accessibility of facilities, i.e., the site of instruction, is of primary importance. Courses which serve older citizens must accommodate their needs. They should be located near their home and be provided with transporation during the day, not at night when it is more difficult.

ARTICULATION

While there has been an emphasis in some high schools on PFFP, the articulation between high schools and community colleges in this area is limited and/or non-existent. Much needs to be done at local and at state levels. The problem of transfer to a university is another factor which often affects the success or failure of college credit courses. PFFP is not an area easily identified in most university programs and articulation becomes a major problem.

COUNSELING

Since many of the choices students make in selecting courses, both credit and noncredit, are dependent upon the information they receive and their understanding of requirements, the counseling staff is a major factor in developing a PFFP program. Students are reluctant to consider courses which are not on their programs. The counseling staff needs to understand the imperatives of PFFP for lifelong education as well as for individual development.

SUMMARY

Financial planning is an essential activity in modern society. More, not less, attention should be given to financial planning in the future. This will come about as a result of a number of changes in society, changes which recognize the interdependence of societal factors.

The community colleges provide a well organized structure for increasing individual and community sensitivity to the problems of financial planning. There are several ways that this can be accomplished -- through improved general education, through special credit courses, through occupational emphasis, and through the variety of community services such as noncredit courses, forums, workshops, conferences, lectures and special events. The college, acting as a catalyst to other community agencies or as a broker for these agencies, can aid individuals and groups. Through this sort of activity the community college can facilitate community improvement and foster a higher level of personal development for each individual.

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DEVELOPMENT OF SELF-CONCEPT, PERSONAL AND FAMILY FINANCIAL PLANNING STRATEGIES THROUGH STAGES OF THE ADULT LIFE CYCLE

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Traditionally, self-concept has been defined in terms of constructs such as (1) self-esteem, that is, attitudes toward the self (Coopersmith, 1967 and Rosenberg, 1965); (2) the empathic or looking glass self, that is, we see ourselves as others see us (Cooley, 1922 and Mead, 1934); and (3) the idealized or actualized self, that is, we see ourselves as we would like to be (Maslow, 1954 and Rogers, 1951). Such definitions of self-concept assume that self-concept is an affective or emotional feeling which is relatively passive and is the result of a wide range of both positive and negative individual experiences.

The notion of self-concept presented here is consistent with these definitions, however it incorporates a modified theoretical base. This formulation originated from notions basic to recent information processing models of cognition which hold that all concepts are cognitive variables with affective consequences, a definition which stems from writings of Hull (1970) and Piaget (1976) who describe concepts as explanatory rules by which a relation between two or more events may be described.

Self-concept is defined as a cognitive variable with affective consequences, a definition which is consistent with information processing definitions of concepts. Self-concept is a special set of rules for processing information that plays a central regulatory function governing all of information processing and monitoring sensory input. The self-concept set of rules represents the executive monitor in information processing in a manner suggested by Bruner (1973) and is similar in function to that of ego control processes presented in writings by Freud (1923), Hartmann (1964), and Klein (1932).

Some self-concept rules are inborn and are organized to support biological survival. Rules such as equivalence, validation, accommodation, assimilation, transformation, efficiency and identification are likely to be present at birth. These provide the basic set of rules with which an individual carries out increasingly complex operations and develops new and more extensive sets of self-concept rules. An individual acquires additional self-concept rules during movement through developmental stages in childhood, adolescence and adulthood.

Financial planning strategies are self-concept rules an individual acquires as he or she moves through developmental stages. These rules may be used to achieve independence and stability as well as to achieve desired leisure time affluence and its products. Such planning strategies will include rules for (1) setting goals and priorities either as an individual or as a member of a family unit; (2) assessing resources pertinent to achieving these goals; (3) designing a financial plan for goal attainment; (4) using such a financial plan to achieve these goals; (5) applying rules for effective buying, borrowing, investing, saving, sharing and protecting investments; (6) evaluating plans for meeting changing conditions and changes in one's life style and (7) effective work effort so as to obtain the finances with which to obtain these goals. The successes an individual experiences in evaluating the validity of his or her financial planning strategies will facilitate growth in self-concept and stimulate adjustment through the adult life cycle.

If an individual successfully carries out financial planning strategies appropriate for each level of development, self-concept will be enhanced, particularly that construct of self-concept which is most emphasized at each stage of age level development. However, if rules for financial planning are not validated, then the applicable construct of self-concept will be devaluated and this will have negative effects on the individual's entire range of social, business, financial and personal interactions such as with family, jobs, friendships and with personal mental health.

Thus, both self-concept and financial planning strategies will develop as the individuals proceed through adult life cycles, and this development likely will affect how well an individual adjusts and proceeds through the stages of adult development. The purposes in this paper are (1) to present a formulation of self-concept which shows how self-concept likely develops in the stages of adult life; (2) to show how financial planning strategies likely develop at each stage of the adult life cycle, and (3) to show how self-concept rules such as those of financial planning strategies affect an individual's progress in transition through adult life cycle stages.

DEVELOPMENT OF SELF-CONCEPT RULES

A brief explanation of self-concept rules acquired in childhood and adolescence stages will provide an indication of the types of rules one should expect to find in adult stages of development. They are as follows:

INFANCY; BIRTH TO 18 MONTHS: Reciprocity rules, visual and motor skill coordination, linguistic forms of production, temporizing and combining rules into algorithms.

EARLY CHILDHOOD; 18 MONTHS TO 6 YEARS: Rules for differentation of body parts, evaluating self-worth, classification rules such as conjunction, disjunction, or relational rules, stage-to-stage transitional rules, discrimination and identification rules.

MIDDLE CHILDHOOD; 6 YEARS TO 12 YEARS: Invariance rules, analytic and relational rules for classification, rules for setting expectations or standards, development of idealized self-image.

ADOLESCENCE; 12 YEARS TO 18 YEARS: Rules for social interactions, social acceptance, independence, ego identity rules, sex role orientation rules, and empathic self-judgment rules.

ADULT LIFE CYCLE STAGES

The stages of childhood and adolescence are relatively secure life style stages for most individuals. With the exception of those who leave home or are abused in the home, most children are protected in that they have a home and relative financial security.

The security of childhood is disrupted and new self-concept rules developed as individuals move into adult life stages. The adult life cycle stages which will be discussed here are those presented by Levinson (1978) and Sheehy (1977). These stages and the relative age levels are: Pulling up Roots, 18-22; the Trying Twenties, 22-28; Passage to the Thirties, 28-30; Rooting and Extending, 31-35; Deadline Decade, 35-45; and Renewal, 46 and over.

PULLING UP ROOTS

During the ages of 18-22, most individuals experience a move towards independence. They leave the protected environment of the family unit and search for independence and personal identity. This is accompanied by feelings of loss of security with both parents and friends. Strong feelings of personal isolation and uncertainty both with social and financial situations are typically exhibited. During this stage the 18-22 year old develops self-concept rules such as those for (1) initiating personal friendships; (2) independent living such as with roommates in college, in the army or in an independent living unit; (3) interpersonal interaction associated with living in such social units; (4) personal control required for independence and (5) financial management, which will include establishing financial records, savings programs and a concept of effective financial planning.

Insecurity and desires for friendships are felt strongly due to the crisis involved in separation from home and families. This is accompanied by extensive rule violations. Individuals tend to violate time rules in terms of occupational obligations, stay out late on working nights, arrive late for social functions and over commit themselves in spending. Individuals tend to rely on personal abilities and tend to avoid professional advice. As a

result decisions are often based upon current needs instead of long-range objectives. While a search for identity is accentuated both in social and financial matters, insecurity with regard to rule validations results in low levels of self-concept.

Fortunately, society has established tolerance for individual rule violations during this period and much that is inexcusable earlier or later in age level development is attributed at this age to the typical irresponsibility of youth. In a sense, society encourages youthful exploration and is more permissive in its expectations with regard to this age group's violation of rule structures. As a result, while much exploration occurs, the development of self-concept rules in either social or financial transactions during this period is minimal.

Despite society's tolerance for an individual's failures to apply and validate rules at this stage of development, failures to properly manage resources will create problems in the development of rules governing independence. Failures in this regard may force an individual to move back to the security of the family unit and a whole range of negative experiences may result, most of which are related to a negative impact on self-evaluation or the self-worth aspect of self-concept. The failure to develop self-assurance and self-confidence as it is associated with the ability to attain financial independence, may impair an individual's development of appropriate relationships on the job or in social situations and in achieving emotional stability.

In response to the insecurity inherent in the separation from home and family there is a strong motivation to move towards the development of a new family relationship in which both males and females attempt to establish a new family unit; one which will serve to fulfill personal needs and family security arrangements the individual lost upon pulling up roots. Traditionally, individuals entering their 20's attempt to establish relationships in work and social situations which will service both security and personal identity needs ostensibly for the remainder of the life during a period Sheehy (1977) has labeled the "Trying Twenties."

THE TRYING TWENTIES

The 20's represent years of reestablishing the security and personal identity lost during the pulling up roots stage. Rules for establishing personal stability are developed either in marriage or on a transient basis. A life plan is developed which is felt to be irreversible and which represents the "ideal" profile towards which an individual strives to attain. Rules for experimentation and exploration in the social and business worlds become more formalized as the individual attempts to establish a stable social and financial self-concept.

For those individuals who marry and form a family unit, personal fulfillment tends to be subjugated to the needs of the family and plans are developed to assure family stability and security. Adults in these family units discover that their own rules for living in a family unit need to be revised and new rules developed for the new family unit. Rules for interacting with children and with the marital partners need to be developed. Personal friendships formed on a premarital basis typically are abandoned. Couples form new relationships based upon the new rules developed by the individuals within the unit.

The development of more stable working and interpersonal relationships as well as a concern for future stability is accompanied by increasing concern about achieving financial security. Individuals develop and apply rules for achieving security for the family unit. These include providing for childrearing costs, expanding common goals, developing risk coverage in insurance and maximizing planning of budgets. There is a pervasive feeling that the financial ideal is attainable and a belief that future endeavors will further secure an individual's ability to attain these objectives.

Today, both husbands and wives are likely to be employed, and expenditures of money for developing on the job often conflicts with the need to allocate finances to insure protection against future crises or to insure sufficient money to provide future household needs. As a result, most individuals rely on credit, with over-committed incomes and little allocation of money to savings or emergency funds.

The focus in the 20's is inward with emphasis on developing the idealized self-image such as within the nuclear family unit and/or membership in a corporate business unit. Little attention is given to developing rules which will permit the acquisition of personal self-worth. Individual growth in this stage is oriented towards identifying a profile of the idealized person and rules for achieving that ideal. Success on the job tends to create the expectation that self-concept needs will ultimately produce a self-ideal. But, failure in the family may lead an individual to believe that a new self-ideal is needed, one which will work for the remainder of the life cycle. There is substantial pressure on the individual to re-evaluate one's self-ideal and an over reliance on the importance of perceived social restrictions and conformity pressures.

The successful development and application of rules for savings, housing, purchasing insurance protection and providing funds for later educational purposes leads the individual to believe that the rules for achieving the expected ideal are those which may be relied upon during future years. The success in social and work activities enables the individual to find

a strong sense of goal attainment and self-actualization which is essential for developing stability both in later life crisis as well as in the present stage of self-concept development.

Failure to actualize this ideal either in the family unit or on the job will lead to devaluation of the previous set of self-concept rules for achieving the idealized self-image. An individual may re-evaluate the utility of self-concept rules for achieving the self-ideal or reject one's job and/or family unit as a means of achieving the self-ideal. The successful application of rules for productive work is accompanied by pressures on the family unit resulting from financial strain. Such financial strain may lead to marital difficulties, problems on the job and problems on an interpersonal level. But at this stage, individuals in their 20's believe they can handle these problems now or in the future. However, postponement of testing of self-concept rules for financial planning at this stage may lead to major financial and self-concept problems at a later stage of adult development. Most individuals who successfully test self-concept rules will approach their 30's with the desire to loosen restrictions on their lives and within the family units. Those who have not settled upon an ideal self-image or upon rules for achieving that image, will still be focusing on an attempt to arrive at such rules and will maintain a relatively restricted life and relatively poor self-image as they approach their 30's.

PASSAGE TO THE THIRTIES

The early 30's have been described by Frenkel-Brunswick (1936) as the most productive time period in the lifetime of professional and creative persons. An individual has made a definite choice of vocation even though some individuals begin to re-evaluate their marital status. Those who have not been married feel strong societal pressures from parents and relations to enter into marriage. The wife who was a mother is now expected to be a companion whereas the husband who was the provider is now expected to increase the time spent in family obligations.

Success in a career moves individuals away from time spent in the family unit and increases the likelihood of family conflict. During this period individuals adjust their economic and social goals to achieve financial security for themselves and their family. Financial planning involves all members of the family unit, and investments are normally made in savings and educational plans. When an individual's rules for financial planning are successful at this stage both self worth and the idealized self aspects of self-concept are actualized.

The passage to the 30's is a stage of individual re-evaluation in which persons reassess the adequacy of rules they have routinely applied to meet the ideal pattern.

Generally, the focus is on re-evaluation in which persons reassess the adequacy of rules to the exclusion of other rules; the criteria for evaluation being that set of rules where the greatest discrepancies exist between the actual and idealized self. Dissatisfaction with partners, with marital status or with family unit living experiences is prevalent in this period and leads individuals to focus on rules for family living as opposed to interpersonal or vocational rules. As a result, the development of rules for money management, savings, spending and planning for risks is largely ignored.

The failure to develop appropriate financial rules during this period will likely result in a host of other problems. Inevitably, the individual does not develop programs to train children in financial planning, does not finance educational costs and does not provide protection against future catastrophes in terms of savings and insurance. If major medical problems, death, or divorce occur, individuals will likely experience feelings of meaninglessness and a devaluation of self-worth due to the inability of their self-concept rules to meet their needs. As a result, the individual cannot attain personally desired goals and cannot enhance self-worth.

ROOTING AND EXTENDING

During the early 30's, 30-34, life patterns become more routine and individuals begin to settle down in the full sense. Life is less idealistic and more pragmatic rules are developed for achieving success. Satisfaction with marriage generally declines during the 30's which coincides with an increased emphasis on external social activities. Families make major investments in homes, and adult members are concerned with climbing the career ladder. Persons set time lines for achieving goals. Businessmen who travel extensively have problems with settling down and this conflicts with the emphasis on developing self-concept rules for achieving stability within the family unit generally acquired during this stage.

Success in financial planning occurs in the areas of investments and acquisition of legal and financial knowledge as well as in investment in planning for children's education. Because this is a career development period, the focus on self-concept is on one's personal self-worth. Successful investments and application of rules for achieving stability results in increased self-evaluation and self-worth.

Failure in financial planning occurs when investments are not made or inappropriate rules are developed with which to make investments. In some instances individuals rely on their own personal rules and judgments to make investments. Unsuccessful investments may result in negative self-evaluations and self-worth. Individuals may blame themselves or project the blame onto their marriage. Whatever the case, failure to properly develop investment rules and to implement

a program of savings for the future results in feelings of instability and loss of self-worth.

THE DEADLINE DECADE

The ages of 35-45 is a period of time in which individuals realize that they are at the end of the personal growth stage and are beginning to grow old. These are the years of peak productivity in professional work. For those who have been successful, this period is accompanied by a desire to continue developing and make a career switch, based on general boredom or a lack of motivation to continue in the same type of work. For those who have been unsuccessful it is a time to change to a new career in one last hope of finding job success.

This stage of adult development is often referred to as the mid-life crisis. It is a time when adults once more behave as adolescents and experience the feelings and emotions that were once prevalent in adolescence but were suppressed in earlier adult stages, such as feelings of selfishness, greed, competition, degradation, jealousy, permissiveness and self-destruction.

Along with re-experiencing adolescent feelings of high emotional stress individuals will likely experience an authenticity crisis during this stage. They realize that they are nearing the end of the first half of their life and there is a desire to live the second half to the maximum level of self-fulfillment. As a result, individuals in this stage may reconstitute their lives, change family status, careers and financial plans in an attempt to go beyond those restrictions imposed in the 20's and to attain those desires subjugated in deference to family and career needs.

When individuals have achieved successfully high levels of productivity, a sense of stagnation sets in. Success in achieving ideals may be accompanied by a feeling of depression that it may be too late to start a new career or to meet new challenges. Dissatisfaction which accompanies such feelings of stagnation may lead to depression and expression of feelings of hostility in family, social and work situations.

Success in productivity at this stage results in greater needs for financial planning. Nonetheless, attention will more likely be given to the development of rules for fulfillment of personal goals rather than for the family unit. Those who have successfully attended to financial planning will develop financial rules for retirement, household protection, meeting medical needs and meeting new demands for spending. If individuals provide financial planning and successfully apply financial rules, it is likely to reinforce the stability

of the family unit and thus enhance both individual self-worth and self-ideals. Successful financial planning will also enable an individual to focus on developing stable social relationships which will carry over into later years. This will result in an enhancement of the empathic aspect of self-concept.

Because of the strong emotional nature of mid-life crisis experiences, attention tends to be directed toward effecting changes in careers, family units and friendships and, as was the case in adolescence, on how one feels others feel about oneself. This emphasis or overemphasis on social acceptance during this crisis period likely will result in a de-emphasis on financial planning. Individuals are likely to live on overextended credit and fail to update insurance or investment policies normally required to cover increased costs due to inflation, home improvements and retirement.

Failure to develop adequate financial plans in earlier stages hit the individual hard, given the heightened emotional state during this stage. This is compounded by events such as the increased likelihood of major medical problems, deaths in the family and increased need for educational expenditures. As a result, individuals often experience difficulty in developing rules that should have been developed during prior stages. Again this contributes to the severity of the emotional crisis experienced by individuals during this period. Persons who do not experience a crisis during this period likely will experience a more severe mid-life crisis in their 50's. Delays in the mid-life crisis experience can result in postponement of financial planning to more critical ages of 45 or above, when an individual may encounter numerous expenses due to medical and investment problems. This may result in a loss of financial independence and resulting feelings of financial inadequacy and diminished self-confidence and self-worth. It may lead to delays in experiencing development of personal relationships which stimulate growth of the empathic self-concept and this may affect an individual's relationships with other persons in family and corporate units.

RENEWAL

Middle age from 45-60 generally is accompanied by a reduction and resolution of the emotional expurgations which occur with the mid-life crisis. Those marital partners who stay together through the crisis generally know each other well and have a healthy respect and tolerance for each other's interests. Companionship becomes more important than business and family unit relationships and increased self-confidence merges with respectability obtained with success in social and business interactions.

Middle age persons generally hold more powerful positions and while productivity stabilizes, economizing rules take over

so that decisions are made quickly and efficiently. Individuals who accept their age-level status-given passage through the mid-life crisis are not panicked by threats to their survival, but now are able to focus on more adequate planning for the remainder of their lives.

Financial rules need to be developed for consolidating fixed assets, accruing adequate income for retirement, re-evaluating housing needs, providing adequate funds for higher education and establishing estate and property transfer plans. Success in such planning will lead to realization of ideals such as an adequate education for children, adequate money with which to obtain leisure goals in retirement, reducing time and money spent in care for excessive housing needs , and making optional use of time spent at work to provide sufficient time in which to develop friendships and companions for later years. Success experienced in business and in developing friendships leads to heightened levels of self-worth and levels of the empathic self-concept.

Failure to develop appropriate financial rules at this stage will mean that the individual is deterred from developing and applying rules with which to attain power and develop relationships. The individual may be unable to support the higher education of children in the family unit and this may lead to dissatisfaction among children in the family unit. Inadequate funds for retirement at this stage probably will lead an individual either to work excessively during the 50's and 60's or plan on extending the working years into the 70's, with an increased likelihood of risks to physical well-being and possible death. Thus, while most individuals are enjoying the increased power and affluence of middle age, those who have not planned adequately may experience frustration and feelings of negative self-worth. Failure to achieve leisure time goals also leads to dissatisfaction with the ideal self and rules for actualization. As a result, individuals often become embittered and hostile toward others who have successfully achieved their goals resulting in poor social relationships and low empathic self-concepts.

CHANGES IN LIFE CYCLE STAGES

Adult life cycle stages are not immutable agewise. There are a number of factors operative in our society that are changing both age level experiences and inputs on financial planning which will have marked effects on self-concept. These are: (1) increases in the number of students dropping out of high school to enter the workforce; (2) increases in the number of later marriages; (3) increases in the number of households composed of nonfamily units; (4) increases in the number of one-adult family units; (5) increases in the number of persons living into old age; and (6) increases in inflation.

There has been a dramatic increase since the late 1960s in the number of students dropping out of high school to enter the workforce. This has resulted in individuals pulling up roots at such earlier ages as 16 or even 14. Moves by some states to lower ages for sexual consent to ages such as 13 implicitly recognize this trend towards lower age levels at which children begin to show independence. One may expect increasing numbers of children who live away from home while attending high schools or even junior high or middle schools.

As the pulling up roots stage incorporates younger persons, individuals are going to need to initiate planning of financial strategies at increasingly earlier ages. It also means that the age of relatively unresponsible exploration and the period of experiencing uncertainty and stagnation in self-concept growth have been extended.

Teenagers already are relatively dubious about the ability of existing societal institutions to meet their needs, although most still view the family unit as a means of achieving stability. Extending the pulling up roots stage of development may aggravate the insecurity problem resulting in even greater levels of skepticism and doubt as to the validity of the family unit when the individual enters the 20's. Structures such as that of society or the family unit provide the major source of self-concept rules, and failure to rely on such institutions probably will result in weak self-concept and relatively meaningless states of existence as postulated by Durkheim (1958).

Delays in getting married may impair an individual's development through the adult life cycle stages and increase the likelihood that individuals will choose some other form of household unit as a more meaningful life style. This may lead to the breakdown of existing marital structures.

We need to educate persons to be cognizant of their own life cycles and of the types of self-concept rules such as financial and social rules that are needed at each stage. The individual needs to be alerted to the negative consequences for self-fulfillment of the failure to develop and apply such rules. A greater number of persons are living into older years with more time for leisure pursuits. But, currently inflation is eating up savings which were to be used for leisure activities and to accommodate retirement. This situation requires extensive attention to the impact of inflation on a long-range basis at an early age. The family unit carries financial planning rules which individuals may internalize as part of their self-concept. However, those who choose alternative life styles, will need to develop new or different rules for personal growth and personal fulfillment. Professionals who advise these individuals will need to be aware of these emerging life styles.

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